

Board of Public Education and Office of Public Instruction

Chapter 55 Joint Task Force

Expected Outcomes – November 15-16, 2010 Work Session

Purpose

To review and revise the Administrative Rules of Montana (ARM) 10.55 Standards of Accreditation to align the standards with current innovative practice providing flexibility and ensuring quality education and accountability.

Charge

The Chapter 55 Joint Task Force shall provide to the state Superintendent and the BPE recommendations for amendments to ARM 10.55. Recommended amendments to ARM will comply with MAPA rules for public hearing.

By Tuesday afternoon, November 16, the Chapter 55 Joint Task Force will:

1. Continue the in-depth review of Chapter 55, completing draft rule language recommendations for consideration within each of the five sections;

Review of the current Chapter 55 rules was completed by the Joint Task Force. Recommended draft rule language, changes and no changes, will be reviewed during the December Joint Task Force work session. Those recommendations ready for public comment will be made available on the OPI Web site

http://www.opi.mt.gov/Programs/SchoolPrograms/index.html?gpm=1_2#gpm1_3. Select Accreditation Standards Review – Chapter 55 from the menu options on the left-hand side of the page.

2. Review Constituent Groups' suggested rule language changes; determine need for change to rule language; complete recommendations for consideration;

During the November 15-16 Chapter 55 Joint Task Force Work Session, Carrie Burnham, President, Montana School Counselors Association, presented the recommendations for changes to the Administrative Rules of Montana 10.55.710 and 10.55.1901 relating to school counselor assignments and implementing comprehensive school counseling programs in every school in Montana.

The Joint Task Force considered draft language suggestions from:

- **Bozeman Public Schools relating to ARM 10.55.709 Library Media Services, ARM 10.55.711 and ARM 10.55.712 Class Size, and ARM 10.55.713 Teacher Load; and**
- **Montana Association for Teachers of English and Language Arts (MATELA) relating to Teacher Load (4) significant writing programs.**



Review of constituent comments and draft language suggestions will continue during the December work session.

3. Distinguish between input and output standards; identify data elements to measure output standards;

Using working definitions for input and output standards, the task force discussed the current Chapter 55 rules and made suggestions as to whether the rules as written were input or output standards. The task force members worked in small groups to suggest language that would add output indicators to the current input standards. One small group suggested the use of school district climate surveys to determine how students, teachers, parents, administrators and the community feel about the school. Is the school a safe environment? Do students and teachers feel safe in the school environment? Do parents feel welcome at school? How are parents and community members engaged in the decisions and educational goal-setting of the school district? What does a school district do with such data? And does such data belong in an accreditation system?

Another group suggested using the output indicator of “Made AYP” as a way to determine regular accreditation status, even when input standards indicate the school accreditation determination would be Advise or Deficiency status.

Working Definitions (Modified during the November work session):

“Input” standards mean predetermined minimum standards on policies, procedures, processes, and programs that all schools are required to implement.

“Output” standards mean predetermined minimum performance indicators including measurements of student learning.

4. Identify key components and related data elements, appropriate to Montana, of a “blended” Performance Based Accreditation (PBA) model (innovative practice to encourage flexibility while ensuring education quality and accountability);

During previous work sessions, the “big ideas” of a Performance Based Accreditation model system were discussed. In September, Dennis Parman, Lance Melton, and Bill McCaw presented different PBA models for the Task Force to consider. At the November work session, Dennis Parman presented to the Task Force for consideration a “blended” PBA model. This model would include input and output standards and use data elements currently collected by the OPI. Dennis Parman facilitated dialog on the possible look and feel of a “blended” PBA model. No decision was made to adopt or not adopt a PBA model, but the task force agreed to continue with the dialog at the next work session in December.

5. Establish working groups and conveners to complete assigned tasks prior to December work session; and

Working groups, conveners, and homework assignments will be posted on the Community Page during the week of December 6.

6. Establish April and June next meeting dates.

Final dates will be determined at the December work session.

